



Schools Evaluation Authority

Accountability • Quality • Respect



Schools' Responses to Covid-19 Report:
De Rust Primêre Skool



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Accountability • Quality • Respect

Date of evaluation
23 November 2020

Lead evaluator
Mr GP Williams

Chief evaluator
Ms KN Bydell

School: De Rust Primêre Skool

Address: 1 School Street, De Rust,
6650

Circuit: C6

District: Eden and Central Karoo

Province: Western Cape

Category: Public Ordinary (No-fee)

Principal: Mr KA Jones



Areas of Evaluation:

	Teaching & Learning	To evaluate the quality of teaching and learning.
	Behaviour & Safety	To evaluate the level at which the school creates a positive learning culture, good behaviour, and a healthy, safe and secure environment for everyone.
	Leadership & Management	To evaluate the effectiveness of the leadership and management of the school.
	Governance, Parents & Community	To evaluate the effectiveness of the governing body in fulfilling its key roles and responsibilities including financial duties, and the effectiveness of the school in building good relationships with its stakeholders.

Summary:



Teaching & Learning:



Behaviour & Safety:



Leadership & Management:



Governance, Parents & Community:



Overall performance



KEY:



Outstanding



Good



Requires improvement



Inadequate

Main Findings



1. Teaching and Learning

1.1 The teachers maintain a safe and positive learning environment 3

Evaluative commentary

The school applied the Department of Basic Education (DBE) Standard Operating Procedures (SOP) and the Western Cape Education Department (WCED) Guidelines. Grades are divided into smaller groups and learners attend school according to a daily rotational timetable. In all 19 classes observed, teachers were actively teaching and treated learners with respect. All teachers and non-teaching staff were present on the day.

1.2 The adaptation of classroom teaching practice in the light of Covid-19 ensures that teaching and learning are of high quality 2

Evaluative commentary

The subject advisers used various platforms to explain the revised Annual Teaching Plans (ATP). Departmental heads facilitated discussions and the subject groups adapted them before implementation. The teachers have adapted very well and will be able to adhere to the time frames. Lessons are well prepared and presented. Experienced teachers give good input and share appropriate tasks and activities with less experienced teachers. Huge emphasis is placed on consolidation. Smaller classes enable teachers to mark most books. Teachers mentioned that more Introverted learners are becoming more involved and their confidence is growing as they participate and answer questions. The academic needs of struggling learners are addressed.

1.3 Learners are supported well (in school and at home) so that they learn effectively 2

Evaluative commentary

Learners attending school are well supported and repetition of work is planned as their homework and feedback is monitored. The school uses WhatsApp and letters to communicate with parents, but their success lies in the personal contact at the National School Nutrition Programme (NSNP) area and the collection point at a local shop. The school has a structured programme for vulnerable learners with a functional School-based Support Team, guided by the Learning Support Teacher and supported by the social worker and psychologist. Psycho-social support is very effective.



2. Behaviour and Safety

2.1 The school's environment is disciplined and purposeful and its ethos is positive 3

Evaluative commentary

All stakeholders understand the importance of Covid-19 regulations, its rationale and willingly comply. This was observed and confirmed by all role players. The attendance of learners at the school is over 95%. Learners are punctual, friendly, energetic and happy.

2.2 The school is safe, and protects and cares for its learners and staff well 3

Evaluative commentary

Staff and learners wear face masks, are screened, answer the Covid-19 questions and sanitise their hands at the designated stations. Ablution facilities are cleaned with appropriate cleaning materials every two hours. Classrooms and offices are cleaned every morning and afternoon. Staff and learners know and understand procedures for suspected or confirmed cases of Covid-19 and where the isolation room is. Only authorised visitors are attended at the entrance by the non-teaching staff. It was observed at the NSNP area that the food handlers are properly attired, and the procedures and preparation of food comply with safety and hygienic conditions. Teachers ensure adherence to social distancing during the staggered mealtimes. Learners on the Learner Transport Scheme report to the designated area where they are screened, have their hands sanitised and adhere to social distancing. This process is repeated in the classrooms.

Concerns, problems

Learners are not screened before boarding the bus.

2.3 (Where applicable) The school's boarding facilities (hostels), cater well for the safety, care and welfare of learners – Not Applicable

3. Leadership and Management

3.1 The School Management Team (SMT) gives clear direction to the school (3)

Evaluative commentary

The SMT has used the DBE SOP and WCED Guidelines to complete a detailed Temporary Revised Education Plan (TREP). The SMT applied and used the WCED Guidelines during orientation and ensured that all stakeholders are well informed and orientated on the first day back at school. The SMT has appointed staff members for specific tasks and do walkabouts to monitor. They encourage learners to attend school, securing an attendance rate of 95%. All non-teaching staff members were present on the day.

3.2 The SMT acts effectively to improve the quality of teaching and learning in the school (2)

Evaluative commentary

The SMT has a structured plan and it was observed that it is implemented by monitoring and moderating assessments, checking of learners' written work and ensuring that the DBE workbooks are marked, signed and dated. Teachers write very positive comments in the learners' books. Evidence is available that the SMT has ensured that all teachers are trained in the use of online learning and social media platforms. All classes are equipped with data projectors and laptops with Wi-Fi and Internet access for all teachers. The SMT ensures that online resources are used effectively. No evidence of lesson observation was found.

Concerns, problems

There are no lesson observations.

3.3 The SMT ensures that good use is made of all school resources (human, financial and physical) (2)

Evaluative commentary

The SMT divides Covid-19 related responsibilities fairly amongst staff members, who take responsibility. The Covid-19 Compliance Officer and non-teaching staff record and manage safety and cleaning materials effectively. The school has enough stock for the year. Although the SMT encourages the use of online resources, communication software and social media platforms in class by teachers, it is used mainly to support learning at home because of the lack of devices and data. The school used contact points in the community and the school to distribute work packs.

4. Governance, Parents and Community

4.1 The governing body fulfils its key responsibilities well (2)

Evaluative commentary

The SMT values the support of the governing body. The chairperson was present on the day of the evaluation and displayed extensive knowledge of school operations. The governing body has not changed the Code of Conduct for learners but included the Covid-19 regulations in the Safety Policy.

4.2 The governing body fulfils well it's functions with regard to the school's finances within its legal mandate (2)

Evaluative commentary

The governing body has reprioritised the budget to allow for Covid-19 related expenses of R60 000 from the Norms and Standards allocation which included deep cleaning after a Covid-19 positive case. The governing body employs two teachers and one non-teaching staff member. Savings on transport for sport are recorded.

4.3 The school engages effectively with all stakeholders



Evaluative commentary

Teachers were able to give input into the finalisation of the TREP. Non-teaching staff make suggestions to the Covid-19 Compliance Officer and principal. Learners give feedback to the principal and teachers. Examples mentioned included learners wasting sanitiser, not wearing face masks or adhering to social distancing. The most effective way to communicate with parents is by sending letters and personal contact when food is collected at the NSNP area and at the local shop. WhatsApp proved to be ineffective. The school identified the most successful ways for them to communicate with parents and this includes sending letters to farms via the parent community. The school has effective links with the district office and received financial support for printing costs. The circuit manager supports and visited the school to acquaint himself on Covid-19 related issues. The subject advisers held virtual meetings and virtual visits/sessions with teachers in both the Foundation and Intermediate Phases. The social worker and psychologist support the SBST with referrals, gave guidance in the one positive Covid-19 case and are involved in interventions with learners. The LST assists them. The social worker also had a session with Grade 7 learners on life choices and preparation for high school. Absenteeism was also addressed. The health inspector from the Department of Health visited the school.

Recommendations

1. The SMT must ensure that all learners' books are marked.
2. The SMT must screen learners before they board the bus on their return journey.
3. The SMT must implement a plan to observe lessons.